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**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 113
SEPTEMBER 27-28, 2006**

DROPOUT PREVENTION AND INTERVENTION PROJECT REPORT

This tab contains the draft report of the Dropout Prevention and Intervention (DPI) Programs. The report focuses on students enrolled in the DPI program during the period September 2004 through March 2006.

Further input from the local Workforce Development Council staff, including WIA-Youth Program Coordinators, and the Youth Councils will enable the report to be disseminated to a broader audience of service providers.

Board Action Requested: None. Information only.

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD**

Dropout Prevention and Intervention Project Report

Background

Washington's workforce development system partners have taken steps to reduce high school dropout rates by building strategic solutions into the state's plan for Workforce Development, *High Skills, High Wages* (HSHW). HSHW addresses the critical issues surrounding youth dropout prevention and retrieval by including objectives and strategies focused on finding answers to the multi-faceted issues surrounding youth who choose to leave high school without earning a diploma. Specific strategies include:

- Ensuring all youth achieve a high school diploma or entrance into a post secondary training program (3.1.1)
- Developing partnerships that plan and implement dropout prevention and retrieval initiatives for at-risk youth (3.1.2)

In November 2003 the Workforce Training and Education Coordinating Board (Workforce Board) adopted resolution 03-94-02, directing Workforce Board staff to work with the Employment Security Department (ESD) and Office of Superintendent of Public Instruction (OSPI) to design a plan to utilize \$1.34 million in PY 03 and 04 Workforce Investment Act (WIA) statewide 10 percent funds to address the high school dropout problem. The resulting statewide Dropout Prevention and Intervention (DPI) project contains a key feature requiring each program to leverage Basic Education Act (BEA) funds. In the first two years of DPI, the 12 Workforce Development Councils (WDCs) were able to leverage \$1.98 million in BEA funds from an estimated 55 school districts. BEA funds were used for staff salaries and include in-kind contributions such as classroom space and supplies.

In June 2004, the ESD issued an "Application for Funds" for the WIA Statewide DPI Project to 1) serve concentrations of eligible youth, and 2) address the high school dropout problem. The goals of DPI are the following:¹

- Focus 10 percent statewide funds toward youth who are low-income and who have dropped out of school or who are at-risk of dropping out of school.
- Use 10 percent funds to leverage Basic Education Act (BEA) money for this initiative and, thus, to multiply the effects of limited resources.
- Increase the on-time graduation rate for the enrolled participants of the program.
- Demonstrate the effectiveness of this model for large-scale initiatives in the future.

This report focuses on students enrolled in DPI programs during the period September 2004 through March 2006. Sources of data include administrative records, site visits and interviews, as well as referenced research.

¹ The goals are taken verbatim from the Application for Funds, page 2.

Size of the Dropout Problem

In Washington, for the 2003-04 school year (the most recent year for which data are available), the annual high school dropout rate was 5.8 percent. The table below shows the annual dropout rate by grade.²

Table #1. State Summary for Grades 9-12 (School Year 2003-04)

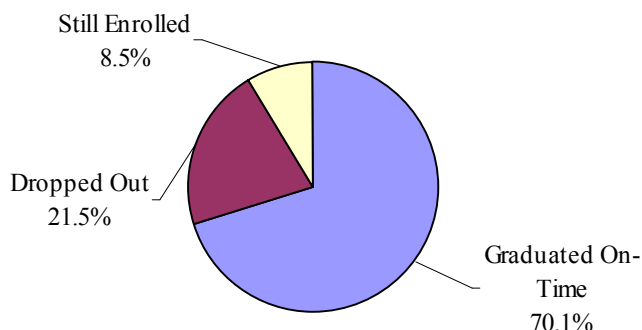
Grade	Grade 9	Grade 10	Grade 11	Grade 12	All Grades
Total students served*	87,620	81,296	77,346	69,252	315,514
Dropped out**	4,486	4,561	4,987	4,331	18,365
Annual dropout rate	5.1%	5.6%	6.4%	6.3%	5.8%

*Does not include transfer students or those who were still enrolled beyond their expected year of graduation.

**Includes students who have an unknown location and who have completed with a GED.

The pie chart below details the status of the Class of 2004 at the end of their senior year: 70 percent of 9th graders graduated on-time with their class, 21.5 percent had dropped out sometime between the 9th and 12th grades, and 8.5 percent were still in school.³

Status of the Class of 2004 at the End of Senior Year



What Research Says About Successful Strategies

To attempt to solve the dropout problem, it is necessary to understand why students drop out of high school.

Studies show that the decision to drop out of high school is rarely an easy one for a student and is never as simple as based on one reason. Typically, the decision was a long one in the making with many individual and institutional factors contributing to it.⁴ According to a recent study of high school dropouts conducted by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation, the “decision [to drop out] is personal,

² Bylsma, Pete and Ireland, Lisa (September 2005). *Graduation and Dropout Statistics for Washington’s Counties, Districts, and Schools*. Olympia, WA: OSPI. <http://www.k12.wa.us/DataAdmin/pubdocs/GradDropout/03-04/GraduationandDropoutstatistics2003-04Final.pdf>

³ Ibid.

⁴ Rumberger, Russell W. (May 2001). *Why Students Dropout and What Can be Done*. Paper prepared for the Conference, “Dropouts in America: How Severe is the Problem? What Do We Know about Intervention and Prevention?” Harvard University, January 13, 2001; Bridgeland, John M., John J. Dilulio, Jr., Karen Burke Morison (March 2006). *The Silent Epidemic Perspectives of High School Dropouts*. Washington DC: Civic Enterprises. <http://www.gatesfoundation.org/nr/downloads/ed/TheSilentEpidemic3-06FINAL.pdf>

reflects their unique life circumstances, and is part of a slow process of disengagement from school.”⁵

In the Gates Foundation study, students cited the following top five reasons for why they dropped out of school:

- | | |
|--|-----|
| • Classes were not interesting | 47% |
| • Missed too many days and could not catch up | 43% |
| • Spent time with people who were not interested in school | 42% |
| • Had too much freedom and not enough rules in my life | 38% |
| • Was failing in school | 35% |

Despite the numerous reasons for leaving school, the study concluded “that these barriers to graduation are not insurmountable.”⁶

Over the years researchers have documented efforts and strategies that attempt to ameliorate the dropout problem.⁷ Rumberger points out, however, that there are few rigorous evaluations of dropout programs. Nevertheless, numerous case studies of promising and proven approaches do exist. Researchers at Washington’s OSPI, in fulfilling the legislature’s request for a report and recommendations on the most promising practices for dropout prevention, concluded that effective dropout programs and practices:

- *Create school environments that are inviting, warm, and supportive.*
- *Assist students in obtaining social, health, and other personal resources that help students handle obstacles to their learning and help meet their emergent basic needs.*
- *Personalize programs with academic challenge and learning support as needed.*
- *Provide opportunities for students to apply their learning in relevant, real world situations and help them see the connection to their futures.*
- *Enhance personal relationships with caring adults through organizational structures that provide time and opportunity.*⁸

These aspects were evident in DPI programs that we visited. These programs are described in the next section.

Dropout Prevention and Intervention in Washington

Workforce Board staff visited three Workforce Development Areas (WDAs) for the purpose of the DPI report: Northwest, Spokane, and Pacific Mountain. Staff met with the WDC Youth Program coordinators, DPI program staff, school administrators, and when possible interviewed young people who were participants in the programs. Information gathered from the report interviews and the DPI quarterly reports indicates that each WDA selected strategies that take

⁵ Bridgeland, Dilulio and Burke Morison (March 2006), p.3.

⁶ Ibid., p. 4.

⁷ Bridgeland, Dilulio, and Morison (March 2006); Martin and Halperin (2006); Rumberger (2001); Shannon, G. Sue and Bylsma, Pete (December 2005). Promising Programs and Practices for Dropout Prevention. Olympia, WA: OSPI; Shannon, G. Sue and Bylsma, Pete (December 2003). Helping Students Finish School: Why Students Drop Out and How to Help Them Graduate. Olympia, WA: OSPI.

⁸ Shannon and Bylsma (December 2005), pp. 6-7.

advantage of existing local and community resources. Three distinct approaches emerged from the site visits:

- Credit retrieval for students who were credit deficient and could catch up in 90 days
- Retention of students who were academically at-risk as defined by the 8th grade WASL, and not necessarily credit deficient
- Retrieval of dropouts who have been out of school for a period of time (the hardest to serve kids)

Spokane WDC – Credit Retrieval at The NET

In Spokane, the WDC contracted with Educational Service District 101 and The NET: Alternative for Education and Training program (The NET) to leverage DPI funds with existing resources from an established youth program. DPI at The NET is an intervention program that targets at-risk and dropout WIA-eligible youth, residing in Spokane County, for participation in workforce development activities and rapid re-entry into high school.

According to a report for Spokane County Superintendents (2005), “The NET was designed in 2002 to provide three strategies for youth at-risk of failing high school”.

1. ***Prevention*** of youth dropping out of school due to severe credit deficits by providing a viable alternative for getting back on track to graduate with their cohort.
2. ***Intervention*** to retrieve credits through a process based on pre-testing, goal setting with an individualized student learning plan, intensive instruction, post-testing and recommendation for grade level placement back at the student’s home high school.
3. ***Retrieval*** of youth who have dropped out of school through an affirmative marketing campaign with cinema ads, radio and newspaper advertising, brochures at high schools, community centers and libraries, and website information.⁹

Eligible youth from all twelve school districts in Spokane County and the Spokane Area Skills Center are provided dropout prevention and retrieval services that enable their return to high school on track to graduate. The DPI program focuses on high school re-entry for students ages 16-18 who are substantially deficient in credits. However, there is a 90-day limit for completion of credit retrieval classes at The NET, therefore the program cannot serve students who are credit deficient if they are not likely to complete within the prescribed time period. Students participate in The NET program in cooperation with their home high school. Credits are awarded if they return to high school to finish their senior year. Daily attendance is mandatory and once a student returns to their home high school they cannot fail one class or all waivers may be rescinded.

⁹ The NET Alternatives for Education and Training, Report for Spokane County Superintendents, September 16, 2005.

The NET program sets high expectations for students through academic rigor, standards for homework, dress codes, and adherence to closed campus policies. To remain in the program, all students must have a serious commitment to finishing their high school education, an ability to stay focused on their goals, and work within the boundaries established at The NET.

Counselors at The NET work with staff at the student's home high school to set up a waiver agreement. If a student tests at grade level upon returning to his or her home high school, all missing credits are waived.

The NET enrolls 82 students per academic quarter and has one full time instructor for each class cohort. Many students are one year or more behind in credits but less than 20 percent have actually dropped out of school. AmeriCorps certified teachers and a Gonzaga University work-study student provide on-site tutoring for participants in The NET program. All completers of the program are on track for graduation when they return to their home high schools.

The funding mechanism at The NET is unique among the programs cited in this report. The NET contracts annually with each school district in its service area for a percentage of apportioned BEA funds for each student during the time they are enrolled in the credit retrieval program. BEA dollars are used for staff salaries. This funding model has created one sustainable source of income to support the variety of programs offered at The NET. One of the challenges facing the program is a lack of funding for support services, such as bus passes, and other wrap around services that would reduce barriers to program completion.

Students interviewed by Workforce Board staff made it clear that a GED was not enough to ensure a successful future and meet their career goals. All agreed that a high school diploma was their ticket to a bright future filled with career opportunities and good wages. Interview participants also agreed that the program was difficult and was initially viewed as being too disciplined (i.e., dress codes)—but following a series of academic successes each student said they knew why the structure and rigor was there and appreciated the program. Students shared that on-time graduation was now a goal they saw as achievable. Most had goals to attend a community or technical college to earn a degree or certificate in a professional/technical program.

In Their Own Words

During the visit to The NET, Workforce Board staff had the opportunity to visit with several students from the program. What follows are their thoughts “in their own words.”

“The NET is an open opportunity. I saw my brother try to get a job at Wal-Mart where he found out his GED wasn't good enough.”

“The program has a good technique for teaching math. I get help when I need it. It makes me feel good, not dumb.”

“This is a good environment where I can learn [away from the high school.]”

“Attending school at The NET has made it easier for me to plan [anything]. I have more options and learn what kind of jobs are out there.”

Limited Resources

While BEA dollars provide one sustainable source of income, adequate funding is not available to The NET for every good idea to be implemented. When asked what they would need to make the program better, staff suggested the following:

- More resources to help students with career exploration.
- Alternative ways to recover credit.
- Increased staff to help with remediation to increase basic skills. Remediation is time consuming and requires smaller groups and more one-on-one tutoring.
- More funding for curriculum.

Northwest WDC – Success with the Washington Assessment of Student Learning (WASL)

The Northwest WDC program targets the graduating class of 2008 and specific districts with the highest dropout rates in the WDA. The program provides WASL remediation leading to a diploma.

The Northwest WDC partnered with the Sedro Woolley and Concrete School Districts to design and implement DPI.¹⁰ Selection of the partners was based on:

1. An annual Adequate Yearly Progress (AYP) rate of 40.6 percent, well below the state goal of 73 percent. This was the lowest AYP in the Northwest WDA.
2. A high drop out rate for students transitioning from middle school to high school.
3. A disproportionate high concentration of low-income youth.

Sedro Woolley School District demonstrated a solid commitment to the partnership and was determined to increase the on-time graduation rate for their students by providing intervention services and a willingness to leverage future BEA funds. The fact that the funds available through DPI encompassed multiple years was a selling point for the school district.

Students were identified based on their 7th grade WASL score, focusing on students who did not meet one or more standards (reading, writing, and/or mathematics) on the 7th grade WASL. Students were categorized as:

- Level A – students who have met or exceeded standards in all three areas of the WASL test.
- Level B – students who met two sections of the WASL test.
- Level C – students who have met standards in only one or none of the three areas of WASL test.

Level B and C students are served through this project. None of the students being served by the program are dropouts.

¹⁰ Concrete School District chose not to participate in Phase Two due to limited resources for administration and difficulty gathering the WIA eligibility information from students and their families. Concrete School District's AYP continues to rank among the lowest in the WDA.

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Strategies identified by the partners as key to the success of the project were:

- Intensive academic intervention
- Strong relationships with adults
- Family engagement
- Extended educational opportunities

Program funds are used by the school district to hire an Intervention Specialist who works with each student to develop a service plan that includes:

- A full year of scheduled basic skills education during the freshman year, with possible additional classes the sophomore and junior year.
- Interaction and engagement strategies with family members and parents to outline the student's progress and develop a Student Learning Plan.
- A service strategy for after-school and summer remedial assistance to help students meet or exceed their previous WASL scores.

The most significant barrier to recruitment of at-risk students has been documenting their eligibility for the WIA program.

The strategies that have been most successful in helping students progress toward their diplomas include:

- Working directly with students to create their Student Learning Plan
- Having services in place that enable students to achieve their Certificate of Academic Acquisition (CAA) through after school credit remediation
- Working with students individually or in small groups
- Having a dedicated staff member who is committed to working with these students and will be there to see them through their 10th grade WASL and through graduation
- Summer school for WASL remediation for students enrolled through WIA

The key outcomes for the Northwest WDA DPI program are:

- Successful completion of the 10th grade WASL
- On track graduation
- High school diplomas for program participants in the graduating class of 2008.

Outcomes

By strategically combining WIA and BEA funds, the Northwest WDC, Sedro Woolley and Concrete School Districts have created a dynamic partnership with a demonstrated record of success. The DPI program has served over 330 academically at-risk students through March 2006. Of those served, 66 percent are on track for on-time graduation. The most current data provided by the Northwest WDC shows the AYP graduation rate in the district is up from 40.6 percent to 74.0 percent. The school district is now exceeding the state goal of 73 percent. The DPI project has allowed the Sedro Woolley school district to track all participating youth including those who have moved or transferred to other school districts.

Success with the WASL is a high-touch program using an Intervention Specialist as the “significant adult” in these students’ lives. Built-in experiences related to the real world of work are part of the program framework, such as job fairs and mock interviews with local employers. Students are required to wear job-appropriate dress to participate in these events. The program stresses manners and etiquette in addition to goal setting and academic success. For those too young for work, students learn the importance of their first impression to employers. At a recent job fair, 400 people participated; 60 of these were students from Sedro Woolley High School and 18 received job offers on site.

For the at-risk students at Sedro Woolley High School, DPI rebuilds the notion that kids can succeed. Many students believe if they can’t graduate with their peer group there is no reason to stay in school. Through word of mouth and demonstrated success, the Northwest WDC program has become a magnet for Sedro Woolley youth at-risk of dropping out of school.

The high school administrators summed up the success of the DPI program this way; “Kids need to know you care before they care what you know.”

Pacific Mountain WDC - A Skill Center and Alternative High School Approach to DPI

The Pacific Mountain WDC invested DPI funds into two markedly different schools—New Market Vocational Skills Center in Thurston County and Harbor High School, an alternative high school serving Grays Harbor County. The Pacific Mountain Youth Council determined the selection of schools for the DPI. The strategy to include New Market and Harbor High Schools was to ensure the program reached the hardest to serve youth. Selection criteria designated that:

- Targeted schools must have disproportionately high dropout rates.
- A partnership between New Market and Pacific Mountain WDC enabled them to serve more than one district with the DPI program (New Market serves students from 13 different K-12 districts).

Both New Market and Harbor High School programs leverage DPI funds with existing BEA dollars and enable the expansion of student intervention services. These projects highlight the capabilities at each institution while illustrating two unique approaches to intervention and education services.

New Market Vocational Skills Center. DPI at New Market leverages Barrier Reduction funds and DPI into a single enhanced program. DPI resources support a new Education Advocate position and Barrier Reduction dollars fund a Family Services Advocate.¹¹ The team approach to drop out prevention and intervention provides students entering New Market with a high-touch program and the necessary support services to ensure success. Total wrap around services meet the students where they are, both academically and emotionally.

Whether students are credit deficient, already have their GED, or are seeking to earn their diploma, New Market provides a full spectrum of educational opportunities with a career focus.

¹¹ It should be noted that support services for non-WIA eligible students are provided through Barrier Reduction dollars only available through a Skill Center. These funds are not available to the Harbor High School program.

New Market has an articulation agreement with Tumwater School District that enables the Skill Center to issue diplomas earned by their graduates.

In addition to at-risk students, it is important to note that New Market also serves a large student population of BEA students who are seeking the necessary skills required for a chosen career path. There is no differentiation between dropout and BEA youth. All are served equally and given the same opportunities to earn a diploma and a vocational certificate in a high-demand career field. In all cases, whether youth are working to make up credit deficiencies or are simply following their chosen career pathway, they are all enrolled in a career and technical education program.

Harbor High School. In a school with very limited resources, DPI funding through Pacific Mountain has paid for one-third of an Intervention Specialist as well as NovaNET access for the students. The Harbor High School program serves credit deficient youth who are at-risk of dropping out of high school, or have already dropped out and have been retrieved back into the system. Retrieval often consists of a referral from the juvenile justice system.

NovaNET provides on-line learning to help struggling students recover lost credits. In the case of Harbor High School, these students are among the hardest to serve youth who are at extremely high risk of dropping out or have been out of school for a period of time. NovaNET allows for universal access to learning in the classroom or at a location away from a traditional campus. According to the program director, the majority of the students are part-time classroom and part-time NovaNET. The impact of NovaNET on the DPI program at Harbor High School cannot be overstated. Without the resources provided by the DPI project to purchase the NovaNET software, the program would not have been possible.

At the time of the site visit, 35 students had enrolled, 21 were on time to graduation. There were eight graduates in 2006 and 13 new enrollments pending. An estimated 50 percent of those enrolled in the DPI program at Harbor High would have dropped out without the intervention services and access to classes through NovaNET.

Community partners also bring resources to the program that provide eligible Harbor High students access to some support services. But the need for non-academic support remains high on the priority list for this DPI program. The main needs identified through interaction with program youth include, housing, transportation, food, and child care. The case of homelessness is very real for many youth that disengage from the public school system. The DPI Director at Harbor High acknowledged the inability to meet basic needs is very real for many of the youth served by the program—"no child should have to be asking for a blanket voucher."

The role of the Intervention Specialist at Harbor High includes serving as a student advocate, managing the intake process, and tracking student attendance and follow-up. Due to the limited funding for DPI, it has been difficult to keep staff in the Intervention Specialist position. In a 12-month period, two different individuals were hired in this position. The lack of consistency in staff creates setbacks in the program while new staff must be hired and trained. The limited funding supports only three staff hours per day. It is, therefore, difficult to find qualified individuals to fill the position.

When asked how she would define success with the DPI at Harbor High, the program director stated, "Success is when a student does not age out of the program." [age 21 years]. This

statement alone illustrates the difficult task faced by educators when serving a population of students that have more barriers to education than hope—and no place in their life to connect the value of an education to personal achievement and success.

Outcomes

The New Market and Harbor High programs served 220 at-risk youth through March 2006. Sixty-five percent remain enrolled in the program after March 2006. 56 students earned high school diplomas and two completed a GED.

The priorities of the Pacific Mountain WDC DPI programs at New Market and Harbor High School were the same:

- Get youth back into school and achieve a high school diploma
- The GED was considered a second-tier option for students

The success of the New Market and Harbor High DPI programs cannot be evaluated solely on these priorities. One of the most important outcomes of the program is breaking the cycle of dropping out of high school. Many participants in DPI are the first in their family to graduate from high school. These programs provide at-risk and disadvantaged youth with much needed stability that allows them to focus on their education.

Statewide Enrollments and Outcomes

The data in this report covers students enrolled in DPI through March 31, 2006. The outcome data, however, are for the period ending July 31, 2006. The extension of the outcome period allows for consideration of high school diplomas awarded in June of 2006.

The data came from two major sources: information on WIA-eligible participants, with the exception of information on credits earned, came from ESD's Services, Knowledge, and Information Exchange System (SKIES). Information on credits earned and on non-WIA-eligible participants came from the WDCs in special reports, at the request of ESD. Information in SKIES was available on all 12 WDCs and information on credits earned and non-WIA eligible enrollments were available from seven WDCs.

During the period covered by this report, the 12 DPI programs enrolled at least 1,345 students—296 dropouts and 1,049 at-risk.¹² The difference in the numbers of dropouts and at-risk students served is the result of two factors: (1) dropouts are more difficult to find and engage in the program than at-risk students and (2) a focus of some of the programs on preventive rather than intervention efforts. Of the enrollees, 802 continue to receive prevention and intervention services; the remaining 543 have exited the program—many of them with high school diplomas or on-track to graduate on time. Some of the students who exited the program earned their GED and are not included in the number who earned a high school diploma. Some of the students, however, appear to have left the DPI program without earning a diploma or equivalent and not being on-target to graduate on-time.

¹² The estimated total is likely to be lower because non-WIA-eligible enrollee numbers were received from seven of the 12 WDCs only.

Students enrolled in DPI earned a total of 3,793 credits, 174 high school diplomas, and 288 were on-target to receive their diploma on time.

Table # 2. DPI Enrollments & Outcomes

	<u>WIA- Eligible</u>	<u>Non-WIA- Eligible</u>	<u>Total</u>
Number of Dropouts Enrolled	214	82	296
Number of At-Risk Enrolled	545	504	1,049
Number of Credits Earned	981	2,812	3,793
Number of Diplomas Earned	128	46	174
Number On-Target to Receive Diploma On-Time	47	241	288
Number of Exits	397	146	543

Notes: Credits earned and Non-WIA-Eligible Numbers are based on reports received from 7 of the 12 WDCs only. Outcomes are as of 7/31/2006 for enrollees.

Summary

All of the DPI programs selected for a site visit and included in this report are highly successful. Solid partnerships between the WDCs and their community partners are clearly evident.

While the four DPI programs included in this report take very different approaches to the drop out problem, there are a number of common strategies. All are high-touch programs that provide one or more intervention specialists to advocate for, counsel, and serve as a “significant adult” in the lives of these students. Many of the students need “hand holding” through the juvenile justice system or to navigate the legal system to ensure their personal safety. In all cases, there is recognition that this youth population requires substantial wrap around support services. Three of the four programs have this element in place.

Funding models vary from program to program. The NET at ESD 101 in Spokane appears to have the most sustainable funding model. They contract annually with each K-12 district in their service delivery area for a percentage of BEA dollars for the students enrolled in The NET program.

Using the 7th grade WASL as a baseline, Northwest WDC created an entirely new approach to partnering with a local school district. The partnership identified an important benchmark for the district, the Annual Yearly Progress (AYP) requirement, and designed strategies around the WASL that, if successful, will improve the AYP for the district.

At Pacific Mountain WDC, contracting with New Market Vocational Skills Center provides an opportunity for at-risk and dropout youth to remain in or re-enter school and get on track for their diploma, while completing a vocational program that prepares them to become entry-level workers in their chosen career field.

Harbor High School is an excellent example of how a small investment in technology and staff can make a high impact in a rural community. Harbor High staff provide an alternative, flexible environment through the addition of NovaNET to serve at-risk youth and those youth who have already dropped out of school—many already veterans of the juvenile justice system.

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Leveraging BEA dollars with WIA funds can clearly make a difference in the lives of young people who are struggling in the K-12 system. The state's 12 WDCs, through their Youth Programs, openly demonstrate that there is no single way to advance the education of at-risk and dropout youth to help them overcome barriers to completion of a high school education. Yet, these efforts clearly demonstrate that successful outcomes are achievable.